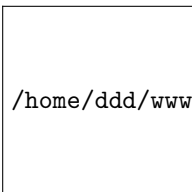




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Peer text revision within using models as feedback

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Abstract: This paper analyses peer interaction during a task of text revision that used models as a means of written corrective feedback. The data was gathered from a state secondary school in the surrounding area of Barcelona. Learners wrote texts which they then revised in small groups or pairs by contrasting them with a written model. The analysis carried out tries to determine what learners do during interaction in order to elucidate if this particular type of feedback produces linguistic improvement.

Key words: Models as Written Corrective Feedback, Interaction, Peer Text Revision, Languageing, Curriculum Cycle, Conversation Analysis

Abstract: El presente trabajo analiza la interacción entre iguales durante una tarea de revisión de textos que utilizó modelos como herramienta de feedback correctivo sobre un texto escrito. Los datos se recogieron de un instituto público de los alrededores de Barcelona. Los aprendices escribieron textos que después revisaron en grupos pequeños o parejas contrastándolos con un modelo escrito. El análisis llevado a cabo intenta determinar que hacen los alumnos durante la interacción para esclarecer si este particular tipo de feedback produce mejoras lingüísticas.

Palabras clave: Modelos como feedback correctivo, Interacción, Revisión de Textos Entre Iguales, Languageing, Ciclo Curricular, Análisis de Conversación

1. Introduction

Writing is a fundamental skill to be learnt in the English as a Foreign Language classroom (EFL). As Cánovas (2017) points out, in Spain, learners are exposed to English for at least twelve years through activities that range from vocabulary gap filling to word-definition matching, but they are rarely required to write texts in English and whenever they are, handing out written models is a commonly used technique so they can familiarize themselves with the structure and characteristics of the text, as well as vocabulary that is expected to be used in the task. However, it is proved that learners have a tendency to copy from the given models and, moreover, do not pay sufficient attention to the feedback provided by the teachers. The usage of models as a means of written corrective feedback (WCF) can be an extremely useful tool to overcome these deficiencies. Studies such as the one carried out by Cánovas, indicate that using models as WCF may lead to improvements in the subsequent texts learners are asked to write.

This paper represents a part of a broader study executed by three other student-teachers (Gómez, 2018; Guàrdia, 2018; Gimenez, 2018). The study focuses on the impact of using models as WCF through a teaching sequence based on the Curriculum Cycle (CC) proposed by authors such as Gibbons (2002). Specifically, this paper analyzes the subtask of peer interaction in the moment that learners use the models to obtain feedback from them. It tries to determine how learners interact and whether that interaction is useful for the learners in order to improve subsequent writings.

Hence, this paper has two main objectives; on the one hand, it aims to contribute to the development of the student-teachers participating in it by giving them the chance to experience research which ultimately helps to reflect and improve teaching practices, while on the other, it tries to answer the following research question and sub questions:

RQ 1: Does peer revision of the learners' own writing, when confronted with a model text, generate occasions for the expansion of the learners' linguistic and communicative resources?

- RQ 1.1. To what an extent do learners engage with the task peer text revision?
- RQ 1.2. What type of phenomena do learners problematize during peer interaction when contrasting their productions with the model text provided by the teacher?
- RQ 1.3. What indicators can be observed during peer text revision that could potentially lead to linguistic improvement?

- RQ 1.4. To what extent is there a relation between what has been problematized in “peer interaction” and their final texts?

2. Theoretical framework

2.1 Curriculum cycle and explicit teaching

Writing in any given language requires great knowledge and skill that reaches far beyond the limits of lexis and grammatical structures. As Gibbons (2002) points out, the ability to produce written texts requires knowledge about its genre (its purpose, overall structure, specific linguistic features, and specific cultural characteristics), differences between written and spoken language and skills such as planning or revising. In order to incorporate this in teaching, Gibbons (2002) a Curriculum Cycle (CC) divided into four stages; building the field, modeling the text type, joint construction, independent writing.

The CC proposed, is strongly linked to the concept of Explicit Teaching (ET) mentioned in the same paper. Although Gibbons has in mind native speakers when he defines ET, the fact is that it is still applicable to ESL learners. ET, as defined by Gibbons, removes traditional grammar from the center of the teaching process by not teaching it independently from authentic use of language, instead *“learners are encouraged to reflect on how language is used for a range of purposes and for a range of audiences [...] it aims to foster active involvement in learning, independence in writing, and the ability to critique the way in which language is used in authentic contexts”* (Gibbons, 2002, p.60).

The CC proposed by Gibbons is intended for more than ten sessions. Nonetheless, the corner stones on which it bases itself are shared with the task that was carried out for the present research. That is, the basis of the task performed for the research in this paper does not rigorously follow step by step Gibbons’ CC. However, it does somewhat go through its stages and definitely falls under the concept of ET, in the sense that it places the learners at the center of the learning process, and reaches beyond traditional grammar teaching.

2.2 Models as written corrective feedback

Many studies have been carried out on the impact of different techniques of WCF. As Cánovas (2017) points out, the usage of WCF in the form of models which are given to learners could prove more useful than traditional WCF in the form of error correction. This statement lies on the grounds that it may deepen reflection in the learners, since it involves a more active position for them than traditional WCF. As Cánovas puts it “*the usage of models was found to allow the children to stretch their IL resources, above and beyond simply finding ready-made solutions to the linguistic problems in their texts*” (Cánovas, 2017, p.3).

It is thought that because of learners’ active involvement, WCF in the form of models does not only help to spot and correct errors in the writings, but also expand their linguistic resources, spot gaps in the content and re-evaluate or confirm their knowledge of L2 (Cánovas, 2017).

2.3 Noticing

From a cognitivist approach, noticing is an essential aspect of the learning process. The usage of models as a means of WCF is strongly linked to the Noticing Hypothesis (Schmidt, 1990, 1994, 2001). The core idea behind it is that “*noticing is a crucial cognitive process, which can facilitate language development when learners consciously focus their attention on specific features of the second language during input processing and output production*” (Cánovas, 2017, p.14). Schmidt’s weak version of this term accepts a distinction between two ways in which learners of ESL notice; the first as a simple perception of different features between the output and WCF; the second as a proper understanding of metalinguistic features (Cánovas, 2017). The metalinguistic understanding is very useful for the learners development of L2, but it is not, however, essential (Cánovas, 2017). Therefore, one of the indicators to search for when peer revision occurs is if there is any noticing in the process which could indicate that some kind of learning is taking place.

2.4 Peer interaction and languaging

From the perspective of sociocultural theory established by Vygotsky (1979), context and social interaction play an important role during the learning process. Peer interaction is thought to promote learner’s autonomy, auto evaluation and auto

regulation (Martínez-Ciprés, 2012). When peer revision activities take place in which learners have to comment on written tasks they have produced and their content, they are given the chance to do so in a non-threatening environment, which can lead to *“producción de explicaciones y soluciones alternativas a problemas que aparecen y el desarrollo de la habilidad de negociar y resolver problemas”* (Martínez-Ciprés, 2012, p 87.). From the sociocultural perspective, joint discussion during feedback analysis stage leads to reflection on language which fosters the creation of new knowledge (Cánovas, 2017).

As proposed by Swain (2006) the process of joint discussion can be labeled under the term “*languageing*” which consists in *“the process of making meaning and shaping knowledge and experience through language”* (Swain, 2006, p.98). Although this concept can be extrapolated to any given area, she specifically focuses on the process of languageing as a means of L2 acquisition. Broadly speaking, languageing about language is to produce a visible or audible output about language that can foster further discussion (Swain 2006). When language is explicitly used through speaking or writing, thoughts are articulated and come into existence, which gives the opportunity to generate new knowledge.

2.5 Usage of L1 and L2 during peer interaction

It could be thought that the benefits which result from peer interaction may be boosted in an ESL classroom when such interaction takes place in the target language. This is not, however, supported by everyone, since one of the aims of peer interaction is, among others, generating a safe environment for learners to be on task, and hence, the usage of L1 is just another resource learners have at their disposal in this kind of environments to complete certain tasks. In any case, regardless of what theoretically leads to a more profound learning process (usage of L1 or L2) it does not alter the fact that the widespread usage of L1 in ESL classrooms is a fact (Escobar Urmeneta, 2012). Actually, as shown by Escobar (2012), the usage of L1 whilst peer interacting is a recurrent strategy as a medium to elicit meaning from L2 input and the final delivery of L2 output, because of the learners’ limited possibilities to communicate efficiently in L2. Particularly in that study, in which learners had to understand a text in L2 to finally give an explanation in L2 *“La utilización de la L1 en con finalidades diversas en las diferentes etapas hace posible lo aparentemente imposible: apropiarse suficientemente del contenido y de la L2 como para llevar a cabo con éxito relativo el intercambio de*

informaciones en lengua meta en la fase Tándemes Base” (Escobar Urmeneta, 2012, p.9).

During peer interaction, there are different stages that can range from evaluating, organizing or clarifying what has been asked from them. L1 is usually the language of choice for the preliminary stages needed to perform the task, but may not be an indicator of L2 learning itself. That is why, although the usage of L1 can help the acquisition of L2, we cannot derive that the use of L1 for a task in L2 always constitutes learning (Escobar Urmeneta, 2012).

3. Method

3.1 Context

As mentioned in the introduction, this paper is part of a larger research project that has been carried out along with another three student-teachers. In total, four different high schools of secondary education have been part of the overall research. All four are state schools located in the area of Barcelona; one of them in the city itself, and the other three in the surrounding area.

Specifically, the research carried out in this paper has analyzed a group of 3rd of ESO learners in one of the schools outside Barcelona, catalogued as a grade B complexity school. The level of English of the learners is a low A2. 12 learners participated in the complete teaching sequence in this classroom.

It is a standard high school classroom with learners sitting in pairs or trios in three rows facing the teacher’s desk. The classroom is well equipped with a traditional blackboard and a digital one, a projector, speakers and wi-fi connection. No informative papers or decoration whatsoever is seen on the walls in this classroom, but it does have windows with direct sunlight on its right side (seen from the teacher’s position).

3.2 teaching sequence

The aim of the teaching sequence was to provide a writing task, in which learners would write two drafts, a preliminary one without any model texts to support it, and a second one after having seen and worked with some models. The text type chosen was a letter

addressed to a young refugee, which will be sent through the program “letters of hope”. The teaching sequence was divided into three separate sessions.

The aim of the first session was to activate learners, generate knowledge about the situation of refugees and activate previous knowledge. In this session, learners were shown a video (appendix VI) which was aimed at generating impact and raising awareness about the harsh conditions in which many children around the world live. This was followed by a general debate about the situation in Syria and two activities to provide learners with useful input.

In the second session the aim was to work on the structure and the possible content of the letter, to end up writing a first draft of it. At the stage of text modeling, actual models can be useful to show language features and text structure (Gibbons, 2002), however, since the overall research intended to analyze the impact of the models themselves on the final writing, a comic was used so that learners could elicit the contents and parts that were expected in the letter. After some preliminary activities with it, learners were given 20 minutes to write their first draft.

In the final session, learners were provided with models to revise their first draft and produce a final writing. Learners could choose between two different models which varied in terms of complexity. In pairs or trios, they were asked to look for differences between their letters and the models as a peer revising task. For this, learners were given 15 minutes and were not given specific instructions on which particular language the peer revision had to take place in. Learners were allowed to take notes in their first writing and in separate sheets. This paper will analyze the learner’s interaction in this particular moment.

After that, the classroom collectively shared which differences or features had been found; this part was guided by the teacher, who pointed out important aspects to detect, if these had not been mentioned. Finally, learners wrote a final draft without the support of the models, but with the aid of their notes and first draft.

The overall structure of this teaching sequence is based on the concept of explicit teaching (Gibbons 2002) in the sense it fulfills requirements such as: being related to real life use, having a real interlocutor, fostering active involvement in learning, striving

to get away from independent grammar teaching or encouraging learners to reflect on language use for a particular purpose.

3.3 Data collection procedure

The research in this paper takes a quantitative approach to analyze how much time is spent on task, and a qualitative approach to analyze how learners interpret and carry out the subtask “peer text revision” within the teaching sequence. The data selected has been a 15 minute video recording during the subtask “peer text revision” as well as the texts (first draft and final draft) that the three learners who appear in the video wrote. The recording was taken with a mobile phone from a fixed point.

The criteria followed to choose the pairs or trios that would be recorded was the distance from the teacher’s desk; the pairs that were closer to it were the ones that would be recorded, because it was the easiest spot to place a fixed camera. The criteria followed to select this particular video for the analysis is that, among all the pairs or trios recorded, this was the only one from which the whole 15 minutes of “peer text revision” is complete.

3.4 Ethical issues

Permission was requested from the learners in order for them to be recorded in the form of a signed authorization from the school and learners. This authorization only allows this data to be used by student-teachers taking part in this research and the teachers that will assess the master’s dissertation itself. All the individuals who have access to this data commit to not giving anyone else unrestricted access to it. The names of the learners have been altered to preserve their anonymity.

3.5 Data treatment

The recording has been transcribed using Jeffersonian symbology (Jefferson, 2004), in order to thoroughly analyze aspects such as: learners engagement, different stages learners go through in the task or the language used and the usefulness of this subtask under the frame of the teaching sequence “using models as feedback” so that learners produce improved texts.

3.6 Analytical procedure

3.6.1 Quantitative analytical procedure

The quantitative analysis tries to determine how much time learners spend on and off task, guided by RQ 1.1. The criteria followed to determine when learners are on task and off task is the following: learners are considered to be off task, exclusively, when there was active interaction among each other over a topic which was clearly non-related to the task. Therefore, if learners were in silence and clearly not playing among each other, they have been considered to be on task, since they could be listening to a teacher's explanation or problematizing aspects individually (sometimes this was clear because of notes they wrote down).

3.6.2 Qualitative analytical procedure

The first step has been to select sequences from the video recording, depending on what stage of the task the learners find themselves in.

The second step has been to divide the sequences into different excerpts (most excerpts correlate to a given sequence in the recording). The criteria followed to divide these excerpts has been the different sub-sequences students go through during peer interaction.

Finally, the third step consists in a detailed analysis of the transcriptions from each of these excerpts, which has been guided by RQ1.2, RQ 1.3, RQ1.4.

4 Analysis

4.1 Quantitative analysis

Following the criteria earlier established learners have been considered to be on task for 9' 24'', which represents 62.66% of the total time length of the subtask peer text revision. During this period students have been taking notes, reading in silence or interacting actively. It is difficult to establish precisely the time they have spent

performing each of these tasks, since three students formed the group and any of the mentioned actions could be taking place simultaneously.

4.2 Qualitative analysis

The following section offers a thorough sequential analysis of the transcript. It intends to analyze the stages learners go through during “peer text revision”, what learners problematize and identify indicators of linguistic improvement. The sequences of “peer text revision” have been classified in the following table.

Line	Sequence	Excerpt
1-10	Clarifying what needs to be done	1
10-28	Revision of Cora’s letter	2
29-48	Revision of Sara’s letter	3
49-65	Revision of Sara’s letter	4
68-82	Revision of Ana’s letter	5
88-113	Problematizing meaning	6

Excerpt 1-Clarifying what needs to be done- (0’55’’-2’09’’)

1	Ana	xxxx
2	Sara	yo ya he pasado por esto antes (7)
3	Sara	qué ↑más ↓ (5)
4	Sara	a ver ↓ la carta (.) empieza (.) co:n ↓ (Sara moves pen accross the paper as if reading and draws attention of S1 and S3)) (19)
5	Ana	xxxx ((Ana answers to a comment from another learner out of frame))
6	Sara	si si (·) eso espero (2) sino derechos de imagen (·) sabes ↑ ((Sara raises hand to ask for help))
7	---	
8	T2	qué
9	Sara	qué una cosa ↑ (·) Si: i (·) xxxx no (·) es que entonces ↓ pondría toda la carta aquí

10	T2	((teacher gives an explanation about the task that has to be carried out))
----	----	--

As this excerpt shows, learners try to engage in the task straight away. Specifically, in line 4, S2 attempts to analyze the model by reading it intently, but after spending just under 20 seconds reading it, and a brief intervention of Cora, Sara realizes she does not know exactly what needs to be done and seeks for the teacher's help.

The language used from the very beginning is L1, but there are no indicators to suggest that the usage of L1 is being used as a medium to understand any L2 input, and therefore there are no indicators that L2 learning is actually taking place (Escobar Urmeneta, 2012).

There are, however, indicators that the learners are on task and that they are taking preliminary steps in order to carry out the activity efficiently. In line 9, S2 does not know to what extent she can copy the model she has been given, so the teacher provides a clarification by explaining the task again.

Therefore, this first excerpt does not show any explicit learning taking place, but it does, nonetheless, show the learners evaluating the task and becoming aware that they might not have understood the instructions correctly.

Excerpt 2- Revision of Cora's letter- (3'12''-5'12'')

In this second part learners have clarified some doubts on what needs to be done, although they all give their opinion and express their thoughts, and it is mainly Sara who takes notes, the letter which is being compared with the model is Cora's one.

11	Sara	e:h (1) Wish ↑ es xxxx ((Sara looks at Cora, and points at the the model))
12	Cora	°wish (.) es desear ↓ °
13	Ana	[a mi (.) me] gusta (1) a mi me gusta (.) la última línea (5)
14	Ana	a mi me gusta la última línea ((learner one is pointing at the model)) (1)
15	Ana	you are strong (.) and you are bra:ve an:d you are l:oved ((learners turn their head to the attention of T1's explanation))
16	Sara	lo ponemos ↑ esto ↑
17	Ana	me gustaría poner (.) you are strong

18	Cora	[xxxx no me] gusta ((Cora points at her writing)) (.) pero (.) esto (.) lo de aqui si que me gusta ((Cora points at the model))
19	Ana	a vale (.) pues esto ((Sara writes something down on the paper))
20	Cora	no no (.) si xxxxx
21	Ana	si quieres quitarlo ↑no pasa nada
22	Cora	no ↓(.) ya esta puesto (.) pero yo no voy a cambiar esta ↓
23	Cora	esta por ejemplo xxxx ((Sara writes something down))
24	Ana	y ya esta (.) no ↑
25	Sara	porqué han puesto el móvil ahí ↑
26		((learners speak for a while about the position of the mobile phone))
27	Sara	vale (.) ya está ↑(.) e:m
28	Cora	[finish] ((Cora raises her hands to let the teacher know they have finished)) (10)

The first thing that is observed in this excerpt is that the word “wish” has drawn Sara’s attention, and after hesitating for a brief instant, she decides to ask Cora about the word. The audio is not entirely intelligible, but we can deduce clearly from Cora’s answer (line 12) that Sara is trying to corroborate or elicit the meaning of the word in question. Although this interaction is brief, Sara’s explicit exposition and/or questioning about the term “wish” falls under the frame of a languaging process (Swain, 2006), which can be taken as an indicator of the generation of knowledge or linguistic improvement.

In line 13, Ana can be observed pointing out features of the model that are of her liking. Specifically, her attention is drawn to one of the last sentences in the model “you are strong, you are brave and you are loved” (see annex 1). By pointing this out, and rephrasing it aloud, she draws the attention of Cora and Sara, and the three learners engage in a discussion of content and style. It can clearly be seen through Sara’s intervention in line 16, that there is a questioning about the inclusion or not of this particular structure in their final writing. In the following interventions, Cora is the one who takes the lead, and points at structures that she does not like of her text in contraposition with some that she does like in the model. We know because of where she is pointing that her attention is mainly drawn to the first paragraph of the model. Finally, in lines 20-23, Cora is unsure if she should include all the notes Sara has taken.

As it is seen, the main aspects that are problematized during the interaction is the appropriateness of certain structures, discussing if they are adequate in their writings or, if they should be changed for more correctly formed sentences from the model.

The language used in this excerpt is mainly L1, used to discuss the inclusion of certain structures from the model. The only occasions in which L2 is used is when sentences from the model are read aloud. However, this is hardly a surprise since learners usually interact in this way when they are not specifically asked to do so in L2 and, in any case, the usage of L1 does not necessarily derive in a lesser learning of L2 (Escobar Urmenetea, 2012). As it will be seen in the subsequent excerpts, the usage of L1 and L2 follows the same pattern.

Excerpt 3- Revision of Sara's letter- (5' 13''- 6'30'')

In the following excerpt the letter which is contrasted against the model is the one written by Sara. At this point, Cora, whose letter has already been revised, draws back from the conversation and interacts very little with the other two learners.

29	Sara	°xxxx° (13)
30	Sara	es qu:e (.) em (4) que bonito me habia quedado esto (3)
31	Cora	xxxx (2)
32	Ana	xxxx
33	Sara	[yo no voy a cambiar nada ↓]
34	Sara	pobre xxxx pobrecilla (3)
35	Ana	con lo de ella (.) que esta currado (.) asi (.) mira
36	Sara	[ya ya ya] (4)
37	Sara	se ha hecho xxxx con lo xxxx (2)
38	Sara	bua (.) tia °xxxx° (.) y si me gusta (.) ↑ como esta así ↑
39	Ana	a ver (.) a mi me gustaría esto (.) I trully wish xxxx
40	Sara	yo voy a pon:er eso d:e (.) you are strong (1) ((Sara underlines paper))
41	Ana	si
42	Sara	[la quieres repetir ↑]
43	Ana	yo pondria esto ↑ (2) esto (.) a:nd (2) y ya está
44	Sara	°xxxx°
45	Ana	ah (.) y esto

46	Ana	I trully(.) wish the best for your future(.) and please don't (.) give up
47	Sara	te doy una hoja (.) y la repites ↑((asking Cora))
48		((long pause without saying anything, learners seem to be reading))

In the first part of Sara's letter revision the focus is on style. After spending a few seconds reading, in line 30 Sara starts evaluating if she should include some expressions from the model in her letter, but is unsure to do so because she considers that some of the parts she has written are appropriate from an esthetical point of view "*Es que (.) em (4) que bonito me habia quedado esto (3)*". This evaluation continues in the form of a dialogue to herself; it can be seen how she states that she is not willing to make any changes (line 33), but just after it she feels sorry for the recipient of the letter. Ana points out that the model is good "*esta currado*", to which Sara agrees but is still reluctant to make any changes (line 37 and 38). After this discussion about the appropriateness of certain changes, Ana gives her opinion about expressions of the model that she would include (line 39), Sara does not focus on the sentence mentioned by Ana, but does decide to incorporate another one (line 40) "*you are strong*".

By making their thoughts explicit throughout this discussion, learners engage in a process of languaging (Swain, 2006) which enables them to evaluate the appropriateness of incorporating certain sentences from the model into the final letter.

Finally, Ana insists on a few expressions which she likes, reading them aloud (line 46), but by this point Sara has already taken a few notes and does not seem to be interested in other changes. After a brief interaction with Cora, Sara and the rest of the learners seem to go back to reading the letter and model in silence.

Excerpt 4- Revision of Sara's letter- (6'42''- 7'50'')

This excerpt is the continuation of Sara's letter revision, after the learners have stopped interacting for 30 seconds, which they seem to have used to read the letter and the model further, in order to spot more differences.

49	Sara	e:h (1) donde he puesto lo de los años ↑
50	Ana	no lo has puesto
51	Sara	pero que dices ↑ (.) sí que lo había pueso

52	Sara	bua (.) pues igual no ↓(1) que raro (.) no ↑(1) te juro que lo habia puesto (.) antes ((Sara writes down some things))
53	Ana	ay (2) vale ↓(3) °xxxx° (3) shhh ((Sara stops writing))
54	Sara	que no lo has puesto xxxx ((she writes something else down))
55	Ana	xxxx ya hemos acabado ↓
56	T2	[finish↑]
57	Sara	mira (0.5) mira esto ↓(1) compara esto ((she points at the paper with a pencil))
58	Sara	compara esto (.) y esto ((she looks at Ana)) (2) esto encima del papel (.) y esto no
59	Ana	[ya]
60	T2	ok (.) when you finish with one ↓you switch ((Sara nods))
61	T1	how many differences do you have in the first one ↑(2) or (.) like (.) how many things are you going to use ↑
62	Sara	[hemos puesto esta frase]
63	T2	this one ↓(.) que l'heu copiat d'aquí xxxx (.) well done (2) venga (.) next one
64	Ana	xxxx (.) ponlo en azul ↓((she looks at Ana))
65	Cora	venga

In the second part of Sara's letter revision, the main focus is on content gaps learners notice between the letter and the model. Sara cannot find where she has mentioned her age in the first draft written¹, to which Ana states that she has not written it. After demonstrating some incredulity (line 52), Sara writes down something (most likely a note in which she mentions her age).

In lines 57 and 58 Sara points out another difference between the letter and the model, but it is uncertain what she is referring to, since she does not explicitly mention it. Learners let the teacher know they have finished, and the teacher asks how many differences they have found (line 61). Learners show the notes to the teacher, who replies “*This one ↓ (.) que l'heu copiat d'aquí xxxx (.) well done (2) venga (.) next one*” (line 63); however, Ana and Sara spend a long period of time off task during this transition (Cora writes down notes and seems to be on task)

¹ Which is some information that does appear in the model used. See appendix 1

Excerpt 5- Revision of Ana's letter (11'13''-12'06'')

73	Sara	a ver (.) vamos ha hacer la tuya (.) va
74	Ana	va (.) venga (1) ay no (.) la mia no
75	Sara	pero que no: √(.) pero hacemos xxxx
76	Ana	°vale° (1) a ver (.) yo quiero poner (.) ves xxxx (2) yo quiero poner (1) esto (1) esto y esto ((she points at three things))
77	Sara	[pues ponlo]
78	Ana	vale a ver (.) ahora pongo I (.) would(2)
79	Sara	[pero ponlo en boli °xxxx°]
80	Ana	°love to xxxx about (.) you° (1) si ((she is writing as she speaks))
81	Ana	es que no se si poner (.) esto ↑(2) °es que no se si ponerlo°
82	Sara	[I trully]
83	Ana	[me refiero a esto] (.) esto
84	Sara	°xxxx°
85	Ana	va abajo (.) no ↑
86	Sara	si (1) yo lo he puesto antes de decir good bye
87	Ana	((ana writes)) aix (1) yo es que lo voy a poner aquí ((Ana points at the paper and writes)) (3) you (5) are (1) are (.) barave (1) AND ((continues to write))
88		((no speech; for a period of time learners are reading the models))

After having been off task for over three minutes, Sara redirects the group to the task. Although Ana is reluctant to revise her letter at first, she finally gives in and focuses on three sentences in the model she would like to introduce in her final writing “°vale° (1) a ver (.) yo quiero poner (.) ves xxxx (2) yo quiero poner (1) esto (1) esto y esto ((she points at three things))”. Ana decides to introduce the sentence “I would love to hear a little about you” (lines 78-80) which can be found in the first paragraph of model. She does not only write it down, but she also repeats the sentence aloud as she does so. Just as in the other excerpts, the focus here is on content that may have been missed out in the first draft, or simply sentences from the model which are of the learners’ liking.

In line 81, Ana evaluates yet again the inclusion of another sentence from the model. Sara asks if the clause in question is “I truly wish you the best for the future” (appendix 1), which is not the case, and Ana points at the clause she is referring to “you are strong and you are brave and you are loved” (appendix 1). However, Ana is not too sure

where to place this sentence within her letter and asks Sara if it should be introduced at the bottom of the letter “*va abajo (.) no* ↑ “ (line 85). By problematizing where the clause should be introduced within the letter, learners are focusing on the intentionality of the message which is transmitted by the clause and, to an extent, the cohesion of the text. In line 86, Sara confirms Ana’s thoughts by stating that she included the clause just before saying goodbye. Ana takes a few notes and evaluates one last time where to place the sentence, and finally writes it down (line 87).

Excerpt 6- Problematizing meaning- (13’12’’-14’12’)

89	Sara	esta parte de aquí ↑((she points at the text)) (3) mira (1) dice (.) don’t (.) don’t (.) give up (.) °en plan que no te levantes °
90	Ana	si ↓(.) yo lo entiendo com:o (.) no te levantes
91	Sara	°levantes ↑ °
92	Ana	si (.) give up (.) es levantar ((Cora’s attention drawn to the conversation))
93	Sara	enonce:s (.) le esta diciendo ↑ qu:e (.) se vaya a la mierda
94	Ana	((laughter)) por eso ↑
95	Sara	e:h ((Sara looks at the teacher))
96	T2	yes
97	Sara	esta parte ↑ de don’t give up ↑
98	Cora	don’t give up es rendirse
99	T2	[yes (.) don’t give up]
100	Sara	[a vale ↓(.) no te rindas]
101	Ana	es que give up es levantarse ↓
102	Cora	no (.) give up es rendirte
103	T2	[no (.) give up is xxxx]
104	Sara	no te levantes (.) sabes ↑(1) menos mal que es de esperanza la carta
105	Ana	((laughter)) es que a ver (.) yo habia interpretad:o (1) como que (.) no te levantes si n:o ↑
106	Sara	[give up ↑] (.) es
107	T2	give up ↑(1) rendirse
108	Sara	no te rindas ↑
109	T2	do you know this song ↑(.) I don’t give up

110	Sara	pues no
111	T2	no ↑
112	Sara	no
113	T2	I don't give up on us (1) no me rendire (.) de nosotros
114	Sara	ya sabes xxxx (.) lo voy a poner ((she writes something down))

At this point learners have revised all three letters, and have spent a few minutes reading the model to try to observe any further differences. In line 89, Sara's attention is caught by a particular expression in the model "*Esta parte de aquí* ↑ ((she points at the text)) (3) *mira (1) dice (.) don't (.) don't (.) give up (.) 'en plan que no te levantes '*". Because she has misinterpreted the meaning, understanding "give up" as "stand up", she problematizes the content of this clause. Ana understands the same as Sara (line 90) which adds more confusion. In lines 91-94, a dialogue between the two learners takes place, in which the problematization of the expression reaches its peak with Sara's intervention "*Enonce:s (.) le esta diciendo* ↑ *qu:e (.) se vaya a la mierda*" (line 93). By explicitly speaking about the term, learners are articulating their thoughts in a form of output that can be questioned further. This instance of languaging (Swain, 2006) makes the learners acknowledge that they might be missing part of the meaning of the clause or misinterpreted the term "give up".

Sara seeks the teacher's help and asks about the term that had just been problematized. The teacher and Cora, answer at the same time "*Don't give up es redirse*" (line 98). However, Ana still states that "give up" means "stand up" (line 100) and the dialogue continues; Cora mentions again the actual meaning of the expression and, at this point, Sara and Ana seem to understand it since they joke about how they had misinterpreted the term in the first instance (lines 104-105). After all this clarification takes place, Sara decides to introduce the term in her final writing and writes some notes on a piece of paper (line 114).

5 Discussion

Cánovas (2017) states that the exposure to models before a writing task leads to directly copying from the model, whereas using them as a means of WCF could foster deeper reflection on language. The analysis carried out, however, shows that learners still tend to copy entire clauses from the model in order to introduce them later on into their writings. Nonetheless, there is some basic reflection around certain clauses; learners evaluate whether they should introduce some from the model or leave untouched the expressions they have written, and they also discuss where some of the expressions would fit more coherently within their letters.

The connection between using models as WCF and noticing (Cánovas, 2017) has not been found throughout the analysis. Although learners do not “notice” in the terms defined by Schmidt (1990, 1994, 2001), they do notice other things. In particular, two; in the first place, in excerpt 4, Sara notices there is content missing in her letter by comparing it with the model; secondly, in excerpts 1 and 6 Sara notices her lack of understanding of two different terms (“give up” and “wish”). The instances in which Sara problematizes the meaning of terms in the model generate a process of languaging (Swain, 2006) through which the oral discussion with her peers or the teacher leads to the clarification of the terms.

As Escobar Urmeneta (2012) points out, learners use L1 as a medium to overcome difficulties of the task that could not be accomplished if they were interacting in L2. As the analysis shows, learners communicate mainly in L1, using only L2 when they are rephrasing specific parts of the model or reading aloud. This is most likely due to their limitations to communicate effectively in L2, which, at least in certain instances, would complicate the discussion and elucidation of the meaning of terms through interaction with peers.

6 Conclusions

In order to draw clearer conclusions, it is useful to restate the initial questions that guide the observations made.

RQ 1: Does peer revision of the learners' own writing, when confronted with a model text, generate occasions for the expansion of the learners' linguistic and communicative resources?

- RQ 1.1 To what an extent do learners engage with the task peer text revision?
- RQ 1.2. What type of phenomena do learners problematize during peer interaction when contrasting their productions with the model text provided by the teacher?
- RQ 1.3. What indicators can be observed during peer text revision that could potentially lead to linguistic improvement?
- RQ 1.4. To what extent is there a relation between what has been problematized in "peer interaction" and their final texts?

The three sub-questions postulated above shape the answer of the general research question. Therefore, it is appropriate to answer one by one the sub-questions before exposing the more general conclusions.

RQ 1.1

As shown, learners are on task during the major part of peer interaction, weather this may be reading the models or actively interacting among each other. Therefore, we can conclude that students engage with the given task.

RQ 1.2

As it has been seen, the vast majority of peer text revision has revolved around content and style. Learners explicitly evaluate the incorporation of four different clauses which appear in the model (appendix 1), and where these would be better placed. In the order of appearance in the model these are:

- “I would love to hear a little about you!”
- “I truly wish you the best”
- “Do not give up!”
- “You are strong, you are brave and you are loved”

Sara also realizes a content gap in her letter by acknowledging she has not mentioned her age, which is mentioned in the model “I am 17 years old”.

Also, the meaning of two different terms is problematized (excerpts 2 and 6) and through peer interaction, this meaning is clarified.

RQ 1.3

The indicators of linguistic improvement during the interaction are scarce. As it has been stated there are no instances in which learners notice any metalinguistic features of L2 by contrasting their letter with the model. There are, however, brief instances of languaging in which they articulate thoughts through speech, which could be taken as an indicator of the generation of new knowledge of L2. At the very least, they elucidate the meaning of two terms during peer text revision.

RQ 1.4

As can be seen in appendixes II and III, what is mentioned in peer interaction is introduced in one way or another in the final writing. Sara (appendix II) introduces her age, and the clauses “please don’t give up”, “I would love to hear a little about you” and the term “wish” from which she elucidated the meaning in excerpt 2.

Cora also introduces what has been mentioned during interaction (although it is not necessarily her who mentions it). It can be seen how she slightly reformulates the clause “you are strong, you are brave and you are loved” from the model in order to incorporate it in her letter. Cora also incorporates the term “give up” discussed in excerpt 6, reformulating the clause so that it fits in her letter (Appendix III).

There are other changes observed in the final letters and we know learners discussed the incorporation of other clauses, but it is unclear from the recording and posterior transcript which ones they are referring to. Therefore, a conclusive connection cannot be

established between peer text revision and these other changes. At the very least, however, it is clear that the content which is explicitly discussed during peer text revision is in fact incorporated into the final letters.

RQ 1

We can conclude that peer revision generates opportunities for the expansion of language resources, but at a superficial level. That is, the task has not provided space for the discussion of metalinguistic features, and the indicators of language improvement are scarce and weak, revolving mainly around content and meaning. Nonetheless, this is hardly a surprise because learners were only asked to spot differences between their texts and the models, but not given any guidance on what features they had to focus on specifically.

Having said this, learners have been on task for over two thirds of the sub-sequence “peer text revision”, which indicates that learners do contrast both texts but may not be able to spot specific features. Also, the content discussed is incorporated in their final writings.

Further research should be carried out to determine two important aspects; firstly, if the sentences, content and meaning of terms problematized and incorporated in the final writings are also used in subsequent writings, which would indicate more conclusively the expansion of linguistic and communicative resources and secondly, if learners engage in deeper discussion, noticing specific metalinguistic features of L2 in subsequent peer revision after having more guidance from the teacher on what to identify.

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8 Appendixes

I. Model text

MODEL 1: JASMINE FROM AUSTRALIA



Hello!

My name is Jasmine and I am 17 years old and I live in Australia. A little bit about me! I am in my final year at school, and I hope to travel later! I love to read, draw and go hiking. I would love to hear a little about you!

Although I will never be able to understand your long, hard journey, I really admire your courage and persistence. Learning about some experiences has really opened my eyes. I will be keeping you in my prayers. I truly wish you the best for the future, and please do not give up! You are strong and you are brave and you are loved.

From your new Australian Friend,

Jasmine

II. Letters from the learners (Sara)

First draft

(Hello!)

My name is ~~Sara~~. I live in Spain, and
I am from Cerdanyola del Valles. ^{A little bit about me!} I like the
maths ^{and English} and the sports in general, but I love
playing football and listening to music and
the ^{general} ~~genre~~ that I like is rap. [I'm fourteen years old.]
I would love to hear a little about you!
I know that now you will not be in a good moment
but you have to be strong to continue forward.

Maybe now or in the future you pass for a bad
moment but this is the example of you are
strong and you have strong.

I really admire your courage and persistence, and
I admire people who wants to live and they
love him. I hope you are like that.

If you're not like that, it's a trick to be
happy.

I wish everyone was the same but unfortunately
has inequality. I hope you are strong and always
get a smile. Please don't give up! ^{when you need to} talk about your problems
[You are strong and you are brave and you are loved.] ^{you can} really
I hope you have good luck. ^{re writing} ^{to me} write

Good bye.!

Model 1

4 differences



Final letter

Hello!

My name is [REDACTED]. I live in Spain, and I am from Cerdanyola del Vallès. A little bit about me! I like maths and English and the sports in general, but I love playing football and listening to music and general that I like is rap. I'm fourteen years old. I would love to hear a little bit about you! I know that now you will not be in a good moment but you have to be strong to continue forward. Maybe now or in the future you pass for a bad moment but this is the example of you are strong and you have strong.

I really admire your courage and persistence, and I admire people who want to live and they love him. I hope you are like that. If you're not like that, it's a trick to be happy. I wish everyone was the same but unfortunately has inequality. I hope you are strong and always get a smile. Please don't give up! When you need to talk about your problems you can write to me. Loved. I hope you have good luck.

Good bye!

[REDACTED]

III. Letters from the learners (Cora)


First draft


Hi,


1- A little bit about me!
2- I would love to hear a little about you!


My name is [redacted] I live in Spain but actually I'm from Mexico, I am 16 years old, I love music at the moment my favorite song is Meant to be. I'm writing this letter to tell you that I try to imagine me in your situation and it's really hard for me to imagine this situation, I know that I don't live in your situation but I want to tell you that you need to have hope because one day everything it's gonna be okay, when you are really sad think in your perfect place, because you need to be strong and stand up everyday being happy ~~everyday~~. I really hope that your situation gets better, when you want someone to talk with you can write to me, I'm a friend.

You are strong and you are brave and you are loved.
bye,



Hope 

Don't give up 

Be strong 

3 I never be able to understand your situation here near with writ should never lose hope

4 Never give up

Final letter

Hi,

My name is [REDACTED] I live in Spain but actually I'm from Mexico, I am 16 years old, I love to cook and I love music at the moment my favourite song is Ment to be.

I'm writing this letter to tell you that try to imagine me in your situation and is really hard for me this situation, I know that I doesn't living in your situation and for that reason I never be able to understand your situation but I want to thtat you need to have hope because one day everything it's gonna be okay, when you are really sad think in your perfect place.

I want to tell you that you need to be strong and never give up because you are strong, and you are brave and you are loved and for this reason you should never lose hope. I relly hope that your situation get better, when you need friend to talk wiht I'm here for you.

Bye,

[REDACTED]

IV. Transcription

1	Ana	xxxx
2	Sara	yo ya he pasado por esto antes (7)
3	Sara	qué ↑más ↓ (5)
4	Sara	a ver ↓ la carta (.) empieza (.) co:n ↓((Sara moves pen accross the paper as if reading and draws attention of S1 and S3)) (19)
5	Ana	xxxx ((Ana answers to a comment from another learner out of frame))
6	Sara	si si (·) eso espero (2) sino derechos de imagen (·) sabes ↑((Sara raises hand to ask for help))
7	---	
8	T2	qué
9	Sara	qué una cosa ↑(·) Si:í (·) xxxx no (·) es que entonces ↓pondría toda la carta aquí
10	T2	((teacher gives an explanation about the task that has to be carried out))
11	Sara	e:h (1) Wish es xxxx ((Sara looks at Cora, and points at the the model))
12	Cora	°wish (·) es desear↓°
13	Ana	[a mi (·) me] gusta (1) a mi me gusta (·) la última línea (5)
14	Ana	a mi me gusta la última línea ((learner one is pointing at the model)) (1)
15	Ana	you are strong (·) and you are bra:ve an:d you are l:oved ((learners turn their head to the attention of T1's explanation))
16	Sara	lo ponemos ↑esto ↑
17	Ana	me gustaría poner (·) you are strong
18	Cora	[xxxx no me] gusta ((Cora points at her writing)) (·) pero (·) esto (·) lo de aqui si que me gusta ((Cora points at the model))
19	Ana	a vale (·) pues esto ((Sara writes something down on the paper))
20	Cora	no no (·) si xxxxx
21	Ana	si quieres quitarlo ↑no pasa nada
22	Cora	no↓(·) ya esta puesto (·) pero yo no voy a cambiar esta ↓
23	Cora	esta por ejemplo xxxx ((Sara writes something down))
24	Ana	y ya esta (·) no ↑
25	Sara	porqué han puesto el móvil ahí ↑
26		((learners speak for a while about the position of the mobile phone))
27	Sara	vale (·) ya está ↑(·) e:m
28	Cora	[finish] ((Cora raises her hands to let the teacher know they have finnished)) (10)

29	Sara	°xxxx° (13)
30	Sara	es qu:e (.) em (4) que bonito me habia quedado esto (3)
31	Cora	xxxx (2)
32	Ana	xxxx
33	Sara	[yo no voy a cambiar nada ↓]
34	Sara	pobre xxxx pobrecilla (3)
35	Ana	con lo de ella (.) que esta currado (.) asi (.) mira
36	Sara	[ya ya ya] (4)
37	Sara	se ha hecho xxxx con lo xxxx (2)
38	Sara	bua (.) tia °xxxx° (.) y si me gusta (.) ↑como esta así ↑
39	Ana	a ver (.) a mi me gustaría esto (.) I trully wish xxxx
40	Sara	yo voy a pon:er eso d:e (.) you are strong (1) ((Sara underlines paper))
41	Ana	si
42	Sara	[la quieres repetir ↑]
43	Ana	yo pondria esto ↑(2) esto (.) a:nd (2) y ya está
44	Sara	°xxxx°
45	Ana	ah (.) y esto
46	Ana	I trully(.) wish the best for your future(.) and please don't (.) give up
47	Sara	te doy una hoja (.) y la repites ↑((asking Cora))
48		((long pause without saying anything, learners seem to be reading))
49	Sara	e:h (1) donde he puesto lo de los años ↑
50	Ana	no lo has puesto
51	Sara	pero que dices ↑ (.) sí que lo había puseo
52	Sara	bua (.) pues igual no ↓(1) que raro (.) no ↑(1) te juro que lo habia puesto (.) antes ((Sara writes down some things))
53	Ana	ay (2) vale ↓(3) °xxxx° (3) shhh ((Sara stops writing))
54	Sara	que no lo has puesto xxxx ((she writes something else down))
55	Ana	xxxx ya hemos acabado ↓
56	T2	[finish ↑]
57	Sara	mira (0.5) mira esto ↓(1) compara esto ((she points at the paper with a pencil))
58	Sara	compara esto (.) y esto ((she looks at Ana)) (2) esto encima del papel (.) y esto no

59	Ana	[ya]
60	T2	ok (.) when you finish with one ↓you switch ((Sara nods))
61	T1	how many differences do you have in the first one ↑(2) or (.) like (.) how many things are you going to use ↑
62	Sara	[hemos puesto esta frase]
63	T2	this one ↓(.) que l'heu copiat d'aquí xxxx (.) well done (2) venga (.) next one
64	Ana	xxxx (.) ponlo en azul ↓((she looks at Ana))
65	Cora	venga
66	Ana	ese es mi bolí
67	Sara	no (.) ese es el mío ((she takes a note))
68	Sara	pobrecita tio (4) °que te pasa ↑° (3) ((S3 shakes her head))° algo te pasa°
69	Ana	ah (.) esto xxxx ((S2 writes down something))
70	Sara	es que yo creo que podemos (.)xxxx
71	Sara	porqué estara pensando ↓(.) porqué yo si ↑ (2) lo estas pensando
72		nothing happens for a while, students take some notes and play around.
73	Sara	a ver (.) vamos ha hacer la tuya (.) va
74	Ana	va (.) venga (1) ay no (.) la mia no
75	Sara	pero que no: ↓(.) pero hacemos xxxx
76	Ana	°vale° (1) a ver (.) yo quiero poner (.) ves xxxx (2) yo quiero poner (1) esto (1) esto y esto ((she points at three things))
77	Sara	[pues ponlo]
78	Ana	vale a ver (.) ahora pongo I (.) would(2)
79	Sara	[pero ponlo en boli °xxxx°]
80	Ana	°love to xxxx about (.) you° (1) si ((she is writing as she speaks))
81	Ana	es que no se si poner (.) esto ↑(2) °es que no se si ponerlo°
82	Sara	[I trully]
83	Ana	[me refiero a esto] (.) esto
84	Sara	°xxxx°
85	Ana	va abajo (.) no ↑
86	Sara	si (1) yo lo he puesto antes de decir good bye
87	Ana	((ana writes)) aix (1) yo es que lo voy a poner aquí ((Ana points at the paper and writes)) (3) you (5) are (1) are (.) barave (1) AND ((continues to write))
88		((no speech; for a period of time learners are reading the models))
89	Sara	esta parte de aquí ↑((she points at the text)) (3) mira (1) dice (.) don't (.) don't

		(.) give up (.) °en plan que no te levantes °
90	Ana	si ↓(.) yo lo entiendo com:o (.) no te levantes
91	Sara	°levantes ↑
92	Ana	si (.) give up (.) es levantar ((Cora's attention drawn to the conversation))
93	Sara	enonce:s (.) le esta diciendo ↑qu:e (.) se vaya a la mierda
94	Ana	((laughter)) por eso ↑
95	Sara	e:h ((Sara looks at the teacher))
96	T2	yes
97	Sara	esta parte ↑de don't give up ↑
98	Cora	don't give up es rendirse
99	T2	[yes (.) don't give up]
100	Sara	[a vale ↓(.) no te rindas]
101	Ana	es que give up es levantarse ↓
102	Cora	no (.) give up es rendirte
103	T2	[no (.) give up is xxxx]
104	Sara	no te levantes (.) sabes ↑(1) menos mal que es de esperanza la carta
105	Ana	((laughter)) es que a ver (.) yo habia interpretad:o (1) como que (.) no te levantes si n:o
106	Sara	[give up ↑] (.) es ↑
107	T2	give up ↑(1) rendirse
108	Sara	no te rindas ↑
109	T2	do you know this song ↑(.) I don't give up
110	Sara	pues no
111	T2	no ↑
112	Sara	no
113	T2	I don't give up on us (1) no me rendire (.) de nosotros
114	Sara	ya sabes xxxx (.) lo voy a poner ((she writes something down))

V. Symbols used in the transcription

T1	Teacher one
T2	Teacher two
(.)	Brief pause
↑	High pitch of voice
↓	Low pitch of voice
(* amount of seconds)	Pause in seconds
((abcd))	Annotation of nonverbal activity
xxxx	Unintelligible speech
°abcd°	Whisper, reduced volume or quiet speech
:	Prolongation of a sound
[abcd]	Overlapping interventions

VI. Videos in the attached pen-drive